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Approved For Release 2001/11/16 : CIA-RDP63-00309A000200060017-1

Office Memorandum • UNITED STATES GOVERNMENT

TO : Chief, Intelligence School

DATE: 20 January 1960

FROM : [REDACTED]

SUBJECT: General Recommendations for Agency Mid-Career Course

1. Introduction

This paper sets forth my personal ideas regarding the need for a Mid-Career Training Program for professional personnel in the Agency, and some general recommendations as to the form I feel it should take.

Admittedly, many of the suggestions are based upon my recent experiences as a student in the State Department Mid-Career Course. I do feel strongly, however, that there are some aspects of the State Department program which would have equal validity for personnel in our own Agency. I have tried to adapt these ideas, however, to the particular needs of our agency, and have added some additional thoughts of my own regarding objectives and emphasis.

2. Need for Program

a. Within the past few years the Agency and the Office of Training have been giving increasing attention to the recruiting, development, and training of the Junior Officer Trainees. The present JOT, when he has completed his formal one-to two-year training program, has a much more thorough understanding and grasp of foreign policy, the relationship of intelligence to policy, the theory and practice of international communism, and the organization of the intelligence community and of CIA, than did his professional predecessor who entered the Agency five to ten years ago. There were no comparable opportunities for the newcomer of that era, and he has, for the most part, lacked the broad base of understanding and perspective which the present JOT has been able to obtain in a relatively short time.

b. It is this lack of breadth which may, in the long run, put to serious disadvantage the mid-career officer in his career development, as opportunities at the higher level become more and more competitive.

c. As the DCI has pointed out, on several occasions, the Agency has already reached the point at which we will have to continue to perform more and more sophisticated and specialized tasks with no more, and possibly fewer, personnel. This situation in itself makes

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it vitally important to develop superior talent at the mid-career level now, since the day is not far off when these people will be holding the decision-making positions in the agency and will need breadth of a type which cannot often be achieved merely by diligent and creative effort in one of the compartmentalized tasks which make up the bulk of Agency assignments.

d. What is needed, in my opinion, is a substantial and sufficiently broad training program which can be used in part as a criterion for selecting those who have the greatest potential for higher level positions in the Agency. It is true that the quality of work performance can usually be readily determined by an astute supervisor or division chief by this time in a man's career. Nevertheless, as a man does increase his area of responsibility, so does the need for greater perspective and understanding increase. The Chief of a Field Station, for example, is much closer to the policy formulated by the Secretary of State and the Ambassador than is his GS-12 or GS-13 Reports Officer; his sights need to be higher, his vision clearer, and his perspective broader.

e. It appears to me that one of the basic management problems in the Agency is caused not by the lack of more formal "management training" programs per se, but by the fact that there may be too many specialists in higher level positions whose backgrounds are not broad enough to cope with their increased responsibilities. One of the functions of the proposed course would be to broaden the perspective of those who had already been earmarked by their offices as having particularly good potential for eventual advancement into senior positions.

f. Obviously, the success of such a program would be to a large extent dependent upon the selection of students to take the course. Students who were selected merely to fill a quota or because they could be most easily spared would be wasted; this would be creating a selective career development opportunity for those least able to profit from it.

The trainees, to my mind, should be selected by Career Boards on the basis of such questions as: ~~Who~~ Who have received the best Fitness Reports? Who are the future executives and administrators of this office (or division)? Who has done an excellent job so far, but needs some broadening before we can promote him to a more responsible job?

3. Type of Program

a. By the time the CIA officer has reached the mid-career point (and I am thinking generally of the GS-12 to 13 range, and roughly the 35-42 age bracket) he has already developed the basic tools of

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his trade--in the case of the DD/I, research and analysis methodologies--in the case of the DD/P, operational (tradecraft) and reporting techniques--but he still has 20-25 years of his career ahead of him. The main purpose of the mid-career program, then, would not be to bring the student "up-to-date" on these methods and techniques. It appears to me that the technical, operational, orientation, and refresher courses now in existence would continue to perform this function.

The purpose of the mid-career program, on the contrary, would be to present the student with new concepts, new ideas, which, in turn, would provide him with a broader base for conducting future research and future operations and for making future decisions necessitated by increased responsibility. It would also ^{present} afford the student, through a presentation of oral and written exercises, to increase his competence in these areas, and to present to Career Service Boards evidence of excellence in these skills, which often become increasingly important in higher level positions.

b. One of the most stimulating features of the State Department Mid-Career Program was the emphasis upon an understanding of peoples, cultures, and social frameworks. Here in CIA, whether running agent operations or writing Current Intelligence Reports, we too are concerned with people or with events as being shaped by people. People in turn are shaped by their cultural and anthropological backgrounds as well as their individual personalities and their current environment.

Therefore, one of the major approaches of study in a mid-career program should be an exposure to various methods of studying human behavior from the standpoint of the social sciences. A systematic, though necessarily cursory study of the method of psychology, cultural anthropology, sociology, and other pertinent social sciences with lectures given by prominent teachers who have had not only academic proficiency but field experience would be the most efficient and stimulating way to handle this phase of the course. The objective of this phase would be to broaden the outlook and understanding of the student and to teach concepts which in a later applied situation would assist equally as well the analyst writing an Economic Intelligence Report, the OO/Contacts Officer reporting a conversation with an Arab alien, or a case officer evaluating the report of his agent in the field.

c. Another significant aspect of a Mid-Career program should be a basic understanding and appreciation of American Foreign Policy, the Agencies of government which contribute to its formulation, and the role which CIA and the intelligence community play in contributing to and implementing the foreign policy process. This segment

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could be conducted in part by the OTR staff, but would need to be implemented by speakers at the policy level in other appropriate agencies of government. The program I have in mind here would be an expansion of the introductory phase of the present JOT program with more emphasis on policy formulation and interdepartmental responsibilities and less time on internal CIA organization as such.

d. A third essential phase of the program would be a segment on the Current Status and Objectives of International Communism. Since the objectives of American foreign policy, as well as the intelligence community will always be determined by those of our targets or opposition, a current analysis of the Communist program and objectives would be an essential ingredient of such a program.

e. The three elements listed above constitute, to my mind, the minimum essentials of such a program. A fourth element, concerned with Executive Management, could be readily justified, especially if one of the major objectives of the program is to identify the executives of the future. It is much more economical to teach managerial skills to an officer before he reaches an executive position than after.

4. Length of Program

In order to provide at least minimum opportunity for oral and written work on the part of the students, the course would need to be at least six weeks in length. If a management phase were added, it would have to be increased to eight. The average length of time for such career development programs for jr. executives in industry, such as those sponsored by AT&T, is eight weeks.

In general, I would suggest the following breakdown:

I. (two weeks) The "academic" phase of the course, perhaps entitled "The Interpretation of Man's Social Behavior," utilizing talks by competent psychologists, anthropologists, sociologists, and political scientists, who have had practical research experience in foreign areas.

II. (two weeks)

- a. The Formulation and Execution of National Policy
- b. The Role of Intelligence Today

This phase of the course should include (1) Lectures and discussions on the role of the Executive Branch in the planning and formulation of Foreign Policy, with emphasis on agencies concerned in the execution of foreign policy, such as State

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Department, ICA, USIA, and Department of Defense and (2) An historical and evaluative approach to the study of American intelligence, together with an analysis of the support role of the USIB, its agencies, its operations, and (3) A current review of the mission, function, and organization of CIA.

III. (two weeks) "The Current Status and Objectives of International Communism." (To be handled by the School of International Communism, OTR).

IV. (two weeks) Executive Management. (To be handled by the Management Faculty, IS, OTR).

TOTAL: (eight weeks)

5. Recommendations for Administration

The general administration of the course should be the responsibility of the Intelligence School, since between 4-6 weeks of the instruction would come under its purview. The two weeks in Communism would be given by the SIC. Conceivably, some of the lectures in the first two weeks of the program might be given by area specialists in the Language and Area School, or other Agency components. The Operations School would contribute to the second phase of the course in a general way, but tradecraft and techniques would not be emphasized. The course could be administered by two professional people and one training assistant. Class size should be small, not more than 20, so as to allow for as much student participation and individual evaluation as possible. Although various faculties of OTR would be brought into the program, a single "Course Director" or "Course Chairman" for the entire program would be desirable.

6. Conclusion

I feel the development of such a program would go a long way in closing a significant gap in our training program, and even more important, would provide an excellent screening device for Career Service Boards seeking to identify and develop superior personnel with above-average potential at the Mid-Career level in the Agency.

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1- don't repeat, but refresh, material for mid-career
which they have received in the JOTP.

2- this is the place for the A/S Effectiveness "senior seminar",
but broadened as [REDACTED] suggests in his TP 3. b.

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